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THE UNIVERSITY OF ALBERTA

CORRELATION OF SELF-ACTUALIZATION AND PERSON DISCRIMINATION FOR TWO GRADE LEVELS

BY

© DAVID VAL MERCHANT

A THESIS
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
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DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Correlation of Self-actualization and Person Discrimination for Two Grade Levels" submitted by David Val Merchant in partial fulfilment of the requirements for the degree of Master of Education.

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Date December 9, 1975

ABSTRACT

The primary purpose of this study was to investigate the relationship between healthy growth as defined by Maslow's (1962, 1970) theory of self-actualization and person discrimination as explained by Carr (1965). A secondary function of the study was to ascertain if there was a progression in healthy growth and/or person discrimination from grade nine students to grade eleven students.

Specifically, healthy growth scores as measured by the Personal Orientation Inventory (Shostrom, 1963) were correlated with person discrimination scores obtained from the Interpersonal Discrimination Test (Carr, 1965). The influence on the test scores of grade level, intelligence and sex was studied.

The sample consisted of 114 school students from a city High School and two Junior High feeder Schools. A total of 34 High School students and 80 Junior High School students was involved.

The major hypothesis of a positive relationship between healthy growth and person discrimination was not confirmed. An examination of the raw data indicated that the students established a "set" in responding to the items on the IDT. Thus, the validity of the IDT was questionable. The pattern of responses of the two grade levels indicated a more developed awareness of self on the part of the grade eleven students.

The expected progression in scores in healthy growth and person

discrimination was not obtained. In fact the POI mean scores indicated a regression on the part of the grade 11 students. This finding was discussed in relationship to the theories of Maslow (1962, 1970) and Dabrowski (1964).

Intelligence had a varying effect on the test scores dependent upon the sex and grade level of the student. The POI scores were definitely affected by the lower intelligence levels. The IDT scores were affected by both intelligence and sex. An interrelationship exists here that needs further investigation.

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TABLE OF CONTENTS

CHAPTER		PAGE
I.	BACKGROUND	1
II.	THEORY AND RESEARCH	3
	Mental Health	3
	Positive vs. Negative	3
	Maslow's Theory	5
	Summary	7
	Psychological Health: How It Comes About	8
	Coping and Expressive Behavior	9
	Improving Coping Behavior	10
	Improved Perception of Reality	11
	Perception	12
	Maslow's Thoughts	12
	Basis For Carr's Theory	13
	Person Discrimination	14
	Relationship of Theories	17
	Related Topics	18
	Age	18
	Intelligence	19
	Sex	19
	Theoretical Concepts	19
III.	METHOD	21
	Sample	21

CHAPTER PAGE

III. (con't) Instruments 21
Personal Orientation Iventory 21
Interpersonal Discrimination Test 23
Testing 26
Statistical Analysis 27
IV. DEFINITIONS AND HYPOTHESES. 29
Operational Definitions 29
Hypotheses 29
V. RESULTS 31
Findings 31
Auxiliary Findings 34
VI. DISCUSSION AND IMPLICATIONS 40
Discussion 40
Implications 47
Summary 49

****

BIBLIOGRAPHY 50
APPENDICES 54
Instructions to Teachers in Administering Tests 55
Personal Orientation Inventory 57
Interpersonal Discrimination Test 70

LIST OF TABLES

Table	Description	Page
1.	Pearson Product Moment of Correlation Between POI Score and Overall Discrimination Score on the IDT.	32
2.	Pearson Product Moment of Correlation Between POI Score and Discrimination Between Others Score on the IDT	32
3.	Pearson Product Moment of Correlation Between POI Score and Discrimination Between Self and Others on the IDT.	33
4.	Pearson Product Moment of Correlation Between POI Score and Self-Distinctiveness Score on the IDT.	33
5.	Analysis of Variance for POI and IDT Scores and Grade Level	35
6.	Analysis of Variance for POI and IDT Scores and Sex.	39
7.	Intercorrelations of the IDT Scores for All Students	39
8.	POI Mean Scores for This Study and As Recorded in Manual.	41

LIST OF FIGURES

Figure		Page
1.	Stages of Discrimination	16
2.	A Graphic Representation of Overall Discrimination Scores and Intelligence for Grade 9 Students	37

CHAPTER I

BACKGROUND

A current trend in present day society is to view mental health in the broad perspective of positive growth in people rather than of psychopathology in the mentally ill. The Blair Commission on Mental Health in the Province of Alberta (1969) recommended the following change of direction, "There should be a shift in emphasis from methods of cure to methods of early discovery, diagnosis and prevention (p. 137)."

In the field of psychology, the theory of self-actualization developed by Abraham Maslow (1962, 1970) is a forerunner of the above trend. Maslow postulates a theoretical framework within which positive psychological growth may be studied and encouraged. Research has centered upon healthy growth as an outcome from sensitivity training (Guinan and Foulds, 1970, Culbert, Clark and Bobele, 1968), counselling (Foulds, 1969, Shostrom and Knapp, 1966) and group discussions (Leib and Snyder, 1967). The research mentioned does not establish the criteria by which an operational definition of positive growth can be formulated. The studies show positive growth being increased, but the variables involved are not differentiated.

Maslow's theory provides a clear direction as to one important variable involved in postulating an operational definition. He states that a person's perception and awareness of himself and others is an

important variable associated with healthy growth.

It is the present writer's belief that the model of person perception by John Carr (1965) complements Maslow's theory. Carr explains the stages of discrimination in perception coinciding with healthy growth and development.

The purpose of this study is to determine if there is correlation between healthy growth as defined by Maslow and person perception as defined by Carr. A significant level of correlation would add credence to the direction suggested by Maslow and assist in the formulation of an operational definition of positive growth.

A second concern of this study is to determine if progression towards healthy growth and/or person perception is evident between Junior High School students and High School students.

As an auxilliary, intelligence and sex differences is investigated to determine if they correlate with healthy growth and/or person perception.

Chapter two provides an outline of theory and a review of current research relevant to this study.

CHAPTER II

Theory and Research

Mental Health

Positive vs Negative

In this chapter definitions of mental health and in particular Maslow's theory of self-actualization will be reviewed. Maslow's incorporation of person perception will then be correlated with Carr's theory on person perception to establish their interrelationship.

The concept of mental health has been as variable as the number of psychological theories in vogue. Historically the basis of mental health has followed the medical model of physical health whereby an absence of difficulty or deviation means "good health." The philosophical background has been that man faces a continuing struggle to maintain an equilibrium within his mental sphere and any failure to maintain this balance brought with it psychopathology. Probably the greatest influence in this direction was Sigmund Freud (1938, 1952). He saw "the harmonious and optimal blending of the diverse elements of the mental apparatus that culminates in optimal functioning (Freedman and Kaplan, p. 256, 1967)" as an ideal almost impossible to attain. The organism strives to keep its head above water and any failure means submerging or drowning in illness.

A noticeable trend away from the physiological and negative model was influenced by the existentialist philosophy which encompasses the works of theorists such as Abraham Maslow (1962, 1970), Carl Rogers

(1961, 1969), Erich Fromm (1941, 1955, 1956). Frederick Perls (1951, 1969), K. Dabrowski (1964). The difference in approach is not a negation of psychopathology, but rather a belief that man is not only capable of, but has a positive tendency to grow and develop. Mental health in this positive sense implies a progression, a moving forward; therefore, terminology such as self-actualization, growth development, becoming, realization of potential and self-discovery has evolved.

Dabrowski (1964) defines mental health as "the development of personality toward a more elevated hierarchy of goals set by the personality ideal. In this definition, mental health means the continual striving toward further personality development (p. 124)." Man possesses a developmental instinct, that is, a tendency to go from a lower level of development to a higher one. Before proceeding to a higher level man must go through a period of dissatisfaction with and consequently a breaking down of his existing psychic structure, which he terms disintegration. Man may then proceed to a secondary integration at a higher level. The ensuing conflict and its symptoms of anxiety and psychoneurosis are necessary and even positive signs of this potential development.

Maslow does not recognize disintegration as a necessary part of growth and views it as foreign to the growth of the self-actualized person. However, Maslow would agree that the conflict and its symptoms can lead to positive results and pain and suffering involved can be helpful to the development of the person in the stage of healthy growth. He asks, "Perhaps adjustment and stabilization, while good

because it cuts your pain, is also bad because development toward a higher ideal ceases (p. 6, 1962)?"

The common denominator among the positive theorists is that they view man as progressing toward the ideal. He is not a stagnated nor an immobile organism, but has a force within him whether it be called a drive, an impulse, a tendency or an instinct, that motivates him to strive for a higher level of functioning.

Maslow (1962) calls this motivating force a "tendency to growth (p.21)," an "impulse to growth (p.21)" and finally states "we just don't know enough about growth yet to be able to define it well (p. 22)." Dabrowski (1964) calls the force a "developmental instinct (p. 2)." Rogers (1951) in referring to this positive progression says, "The organism has one basic tendency and striving - to actualize, maintain, and enhance the experiencing organism (p. 487)." Although the terminology differs, all the theorists posit an internal force, innate to the person, motivating to growth. The following section will outline mental health in the positive direction as proposed by Maslow.

Maslow's Theory

Although generically postulating a progressive force within the person, theorists do differ on the internal mechanisms by which the organism accomplishes the task of growth. The common denominator of a progression toward the ideal is present, but the means of attaining this goal differ.

Maslow theorizes that man strives toward the ideal by need gratification. Man's initial basic needs are physiological (hunger and thirst). If these needs are not gratified at least to a minimal level

they become all encompassing and the only concern of the organism is their gratification. If these needs are satisfied at least to a certain level, needs of safety then emerge and become prominent as the prime motivators. Upon receiving at least the minimal amount of gratification these safety needs are followed by the belongingness and love needs, and these in turn by the esteem needs.

All the above mentioned needs are termed deficiency motivated. If they are not satisfied to a minimal level, they become the primary motivators of the organism. These needs are dependent on each other in that satiation of the lower need leads to the emergence of the next need in the hierarchical order. They follow the prescribed hierarchical order both in emergence and in receiving gratification. However, they are not exclusive, as for example the lower need may be gratified to the extent of 25 percent, at which time the next need emerges to be gratified at 5 percent. The needs are also in a hierarchical order in regard to their diminishing potency. Thus the physiological needs are the most potent. The safety needs are less potent than the physiological, but more potent than the belongingness and love needs and so on in their prescribed order. The higher the organism is in its growth, the lower the potency of its needs. For Maslow, increasing need gratification brings increasing degrees of psychological health.

Maslow takes his theory one step further. Gratification of the deficiency motivated needs leads to the emergence of the need for self-actualization. This is a growth motivated need wherein the organism

strives to fulfill its capacities or potentials. There is no striving to fulfill a deficiency, but rather a striving to bring to fruition the potentialities of the organism. This is the culmination of the road to positive mental health as the organism is in a state of psychological health. It is not a state of equilibrium, but rather pleasurable striving with peak experiences.

Maslow states that no individual ever really becomes self-actualized, but is in a state of becoming. Nevertheless, he uses the term self-actualized person to describe a person who has gratified his deficiency motivated needs and whose actions are governed by the growth motivated need of self-actualization. Although the term self-actualizing would seem more appropriate, Maslow's terminology will be utilized.

After previewing three thousand college students and finding one subject to meet the necessary criteria, Maslow reserves the state of self-actualization for older people. For other subjects proceeding towards the goal he uses the terms "healthy growth (p. 184, 1962)," "growing well (p. 150, 1970)," and "good-growth-toward-self-actualization (p. II, 1970)."

Shostrom (1963) developed the Personal Orientation Inventory as a measure of Maslow's self-actualization. He relied heavily on the writings of Maslow and other positive theorists for his items. Since Shostrom's inventory will be utilized in this study it will be discussed at greater length in Chapter III.

Summary

In this study mental health is viewed as a progression running along

a continuum. The moving force, innate to the person, makes the organism strive for the upper end of the continuum. Conflict and its resulting behavioral symptons may or may not be present, and if present may be a sign of future growth. The model of Maslow's need gratification theory implying that increased need gratification brings increased psychological health, will be adopted. Following is a more detailed evaluation of Maslow's theory to determine how this psychological health may be brought about.

Psychological Health: How It Comes About

Coping and Expressive Behavior

Maslow (1962, 1970) maintains that any change which takes place towards healthy growth is centered within the individual. It is not a matter of how the person deals with the environment that makes him healthy, but rather it is intrapsychic. This does not negate the interaction between the person and his environment, but emphasizes that the person is healthy within himself.

In order to explain this phenomenon, Maslow draws a distinction between coping and expressive behavior. Coping behavior is the organisms interaction with the environment. It is the purposive behavior of the person whereby he has a goal to attain such as walking to the store or going to bed. The organism is motivated to do something and the external environment is an intergral part of the accomplishment. The environment supplies the means to the end and is often itself changed by the action of the person seeking gratification of needs.

Expressive behavior is a mirror of the internal state of the

organism. It does not necessarily have a purpose nor does it have to accomplish anything. It is, in a sense, a symbolization of the inner state of the person. Examples of this type of behavior are how a person walks, his manner of speaking or his responses on a projective test such as the Rorschach Test. Maslow deems expressive behavior more typical of the self-actualized person.

A person would use mainly coping behavior to satisfy his needs. As he reached gratification of his needs and proceeded into the realm of self-actualization his behavior would become more expressive. Since this study evaluates students developing healthy growth coping behavior will be the primary focus. The distinction is important because if the behavior was primarily expressive it would be measured in a more subjective manner.

Improving Coping Behavior

The discussion to this point would imply that two factors are necessary to improve a person's coping behavior and thereby increase his health.

First, an improved knowledge of self is necessary so that a person will know what level of need gratification he has achieved and what needs he is presently seeking. If a person has a good knowledge of self he will know what needs, for example the safety needs, are the primary motivators of his present actions. When he has fulfilled the safety needs, and knows it, he will strive to fulfill the next hierarchical needs of belongingness and love. Simply stated, he knows what he needs.

Second, an improved perception of reality is required so that the person can fulfill his needs with real satisfiers rather than a

misperceived satisfier. For example, in order to fulfill the need for love the person must be able to perceive the elements of his environment that will fulfill the need. Striving after a satisfier that is perceived as satisfying, but in reality is not will only be detrimental to a progression in healthy growth.

This is confirmed by Maslow's (1962) list of clinically observed characteristics of a healthy person. These are:

1. Superior perception of reality.
2. Increased acceptance of self, of others and of nature.
3. Increased spontaneity.
4. Increase in problem-solving.
5. Increased detachment and desire for privacy.
6. Increased autonomy, and resistance to enculturation.
7. Greater freshness of appreciation, and richness of emotional reaction.
8. Higher frequency of peak experiences.
9. Increased identification with the human species.
10. Changed (the clinician would say, improved) interpersonal relations.
11. More democratic character structure.
12. Greatly increased creativeness.
13. Certain changes in the value system. (p. 23)

He places particular emphasis on the first two qualities being inherent in the actualized person.

Improved Self-Knowledge

Maslow (1962) is definite about the direction to be followed for improving the healthy growth of an individual. He states, "the best path to this goal for most people is via achieving identity, a strong real self, and via basic-need-gratification rather than via asceticism (p. 108)." He goes on to say, "Self-knowledge seems to be the major path of self-improvement, though not the only one (p. 156)."

Dabrowski (1964) would agree with Maslow that the knowledge of self is an essential component in bringing about improvement. He

says, "The basic condition for self-education is the possession of a high level of self-awareness, namely, the ability to recognize the state of one's internal environment (p. 120)." Thus there would seem to be a correlation between self-knowledge and healthy growth.

Improved Perception of Reality

Maslow (1970) also posits a correlation between healthy growth and perception of reality. His clinically observed characteristic that the self-actualized person has a superior perception of reality was quoted previously (p. 10). He elaborates by saying, "The self-actualized person sees reality more clearly: our subjects see human nature as it is and not as they would prefer it to be (p. 156)."

Maslow views need gratification as a freeing process. The person in the grip of a need will perceive reality in relationship to that need. Gratification of the need will free the person from distortions of perception brought about by the striving for need fulfillment. Since the needs are of diminishing potency as the individual progresses up the hierarchical structure, the higher needs will have less effect on distortion of perception. Increased need gratification brings superior perception of reality as well as an increase in psychological health. Concerning the more efficient perception of reality Maslow (1970) states:

> The first form in which this capacity was noticed was as an unusual ability to detect the spurious, the fake, and the dishonest in personality, and in general to judge people correctly and effeciently. In an informal experiment with a group of college students, a clear tendency was discerned for the more secure (the more healthy) to judge their professors more accurately than did the less secure students, i.e., high scorers in the S - I test. (p. 153)

For Maslow (1970) there is no dichotomy between the cognitive and the conative needs. There is an overlap and an interrelatedness. He explains the relationship in this way:

> If we remember that the cognitive capacities (perceptual, intellectual, learning) are a set of adjustive tools, which have, among other functions, that of satisfaction of our basic needs, then it is clear that any danger to them, any deprivation or blocking of their free use, must also be indirectly threatening to the basis needs themselves. (p. 47)

An examination of cognition and in particular perception will follow.

Perception

Maslow's Thoughts

Maslow (1970) postulates 2 ways in which a person can view reality, whether it be in the realm of attending, perceiving, learning or thinking. A person may encounter a new object, person or behavior as an unique experience. The person attends to all the details of the new experience, examining all the aspects of it looking for the best solution. This is considered by Maslow to be concrete thinking. The other way of meeting a new experience is to fit it into an already established pattern or to use the popular phrase, to stereotype it. This way of classifying what is new into a typical category, Maslow calls "rubricizing (p. 203)." In this second instance the person reacts to the experience with already preconceived notions and places the new experience into an established pattern.

Rubricizing is a process by which a person perceives in an habitual manner. This manner of perception is typical of the basic need-seeking person. Such a person is interested only in the aspects of the new

experience that will fulfill the all important basic needs. He relies on his established pattern of perceiving that has previously fulfilled his needs.

The concrete thinker is typical of the person who has been freed from the rubricizing process. This individual is capable of examining all aspects of the new experience and can change any preconceived ideas pertaining to the new perception. Consequently, rubricizing is the starting point of perception and concrete thinking is the ultimate goal at the opposite end of the continuum. The progression from rubricizing to concrete thinking is growth. Maslow implies a progression from rubricizing to concrete thinking that parallels growth from the basic need-seeking person to the self-actualized person.

Maslow's thoughts on perception as presented above are complemented by Carr's (1965) theory. The work of Harvey, Hunt, and Schroder (1961) provide the basis for Carr's theory which is summarized in the following section.

Basis for Carr's Theory

There are several reasons for choosing the theory of Harvey, Hunt, and Schroder (1961). As suggested by Sawatshy (1969), there is a striking similarity between the description by Maslow of the self-actualized person and the description by Harvey, Hunt, and Schroder of the person in the fourth stage of conceptualization. Maslow's description of the rubricizer and Harvey, Hunt, and Schroder's first stage also correspond. The parallelism of Maslow's growth from the

rubricizer to the concrete thinker and Harvey, Hunt, and Schroder's growth from the first stage to the fourth is significant.

Notice of a reversal in terminology is required. Although the description of the rubricizer and the person in the first stage are similar, Maslow labels this person as abstracting, while Harvey, Hunt and Schroder call this person a concrete thinker. The terminology of Harvey, Hunt, and Schroder will be retained. The person who possesses little discrimination and differentiation in his concepts is classified as a concrete person while the homonym of abstract is applied to an individual who has high discrimination, differentiation and integration of his concepts.

The theory of conceptual systems proposed by Harvey, Hunt, and Schroder (1961) has as its basis the hypothesis that cognition can be viewed as on a continuum with the framework of concrete concepts at the lower end and abstract concepts at the upper end. Accordingly when a person reflects a relatively enduring pattern of responses he is classified into one of four categories or stages along the continuum. Ausubel and Ausubel (1966) confirm the validity of stage concept. These stages proceed from a category of concrete concepts that allow little discrimination and differentiation, to concepts that allow an increase in both discrimination and differentiation and an integration of these concepts into a functional unity.

Person Discrimination

John Carr (1965) utilizes the above theoretical framework of four stages of development to explain person discrimination. The degree to which a person can discriminate between people is viewed along a continuum

from concrete to abstract concepts. The continuum consists of four stages which will be further elaborated.

Nondiscrimination means seeing oneself and others as a global mass or one entity about whom all statements could be made equally; for example, people are prejudiced. Discrimination involves a separation between oneself and others as individuals. It also involves a separation between others, so that all "people" are seen as individuals to whom statements may apply, not apply, or apply to different degrees. Figure I diagramatically outlines these different stages or degrees of discrimination.

The person in stage one makes little discrimination between self and others. Universal, absolute principles are applied to all people including self. "People are honest" would apply to everyone including the self.

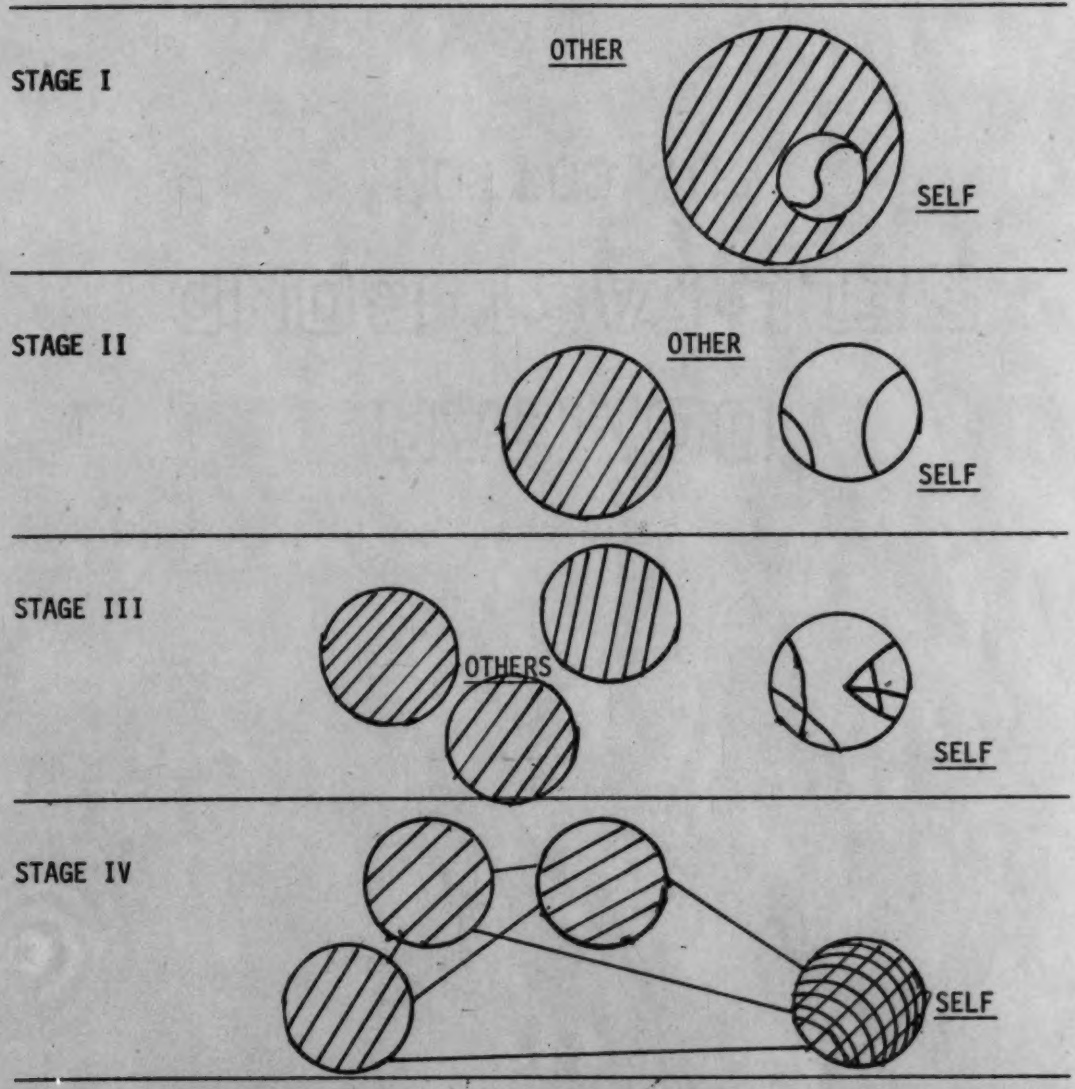
Stage two functioning progresses to a delineation of the self from others. The self is removed from the general standard and is not viewed in an absolute manner. "People are honest" applies to all others; "I may be honest" is envisaged to be a statement of different degrees of honesty depending upon the situation. There is still little other-other discrimination as all others are lumped together to fit a general standard. Universal, absolute principles are applied to all people excluding the self.

The person in stage three progresses further in that he makes other-other discriminations. Others are viewed as individuals rather than as a global mass. For example, "This person is honest, that person

STAGES OF DISCRIMINATION IN

PERSON PERCEPTION ACCORDING TO CARR

FIGURE I



From Carr (1965) taken from Hunt and Schroder - unpublished manuscript.

is dishonest, he is sometimes honest." Included in stage three functioning is a corresponding difference in self-other discrimination. The self differs from others on an individual basis rather than as a total entity. The self, for example, is more honest than this person and not quite as honest as that person.

Stage four functioning is assumed to be a step forward in further delineation, but more importantly is an integration of the discriminations and the differentiated concepts. The person can discriminate between the self and others, and between others, and these discriminations are compatible. The person can discriminate between the self and this person on the statement of honesty and prejudice and make different discriminations that are integrated into a clear concept.

Carr (1965) developed a test called the Interpersonal Discrimination Test as a measure of the variables involved. This test gives scores of discrimination relating to overall discrimination, other-other discrimination, self-other discrimination and self-distinctiveness. This test will be discussed further in Chapter III.

Relationship of Theories.

The correspondence between Maslow's Theory of self-actualization and Carr's theory of person discrimination is so striking that a loose application of the stages of person discrimination to their counterpart in Maslow's theory will be forthcoming.

Stage one functioning would seem to be typical of the person seeking the physical needs and the safety needs. These persons require people only indirectly as carriers of objects to fulfill the physiological

needs. Consequently there would be no necessity to discriminate even the self from others. The person functioning in stage two would correspond with the person seeking gratification of the belongingness, love, and esteem needs in their initial potency. They would view others as different from self, but would not see others as individuals, rather as need gratifiers. The person functioning in stage three would be reaching the fulfillment of the belongingness, love, and esteem needs. He would no longer need to be loved or have esteem in general, but from particular others. Thus this person would discriminate between others.

The person in stage four functioning would correspond with the self-actualized person. Maslow (1954) states (bearing in mind his reversal of terminology) "It was found that self-actualizing people distinquished far more easily than most the fresh, concrete, idiographic from the generic, abstract, and rubricized (p. 205)." The self-actualized person would discriminate at the highest level and integrate these concepts.

Although the above scheme is both tenuous and hypothetical it does posit a definite relationship between healthy growth and person discrimination. The present study will examine this relationship.

Related Topics

Age

Maslow (1962, 1970) sees self-actualization as a state generally reserved for older people whereas "healthy growth" means each person has within himself the potential for self-actualization. Each person

brings his potential to fruition in different degrees. The implication is that older students should be more advanced along the path to self-actualization and thus score higher on a measure of healthy growth. This will be investigated by reference to the 2 different grade levels.

This study investigates the effect of the different grade levels on the scores of the Interpersonal Discrimination Test also.

Intelligence

Since Maslow (1970) sees the cognitive capacities as adjustive tools for the satisfaction of the basic needs, any serious lack of intelligence would be a threat to healthy growth. However, healthy growth is the fulfillment of this persons needs and self-actualization the fulfillment of what he is and thus correlation between the healthy growth score and intelligence would not be expected.

Damm (1970) did not find higher scores on self-actualization for more intelligent students. However, Fisher (1968) found that I. Q. scores correlated with some scores on the Personal Orientation Inventory. This seems to be an uncertain area and will be investigated with reference to all the test scores.

Sex

Because of the commonly accepted belief that girls mature at an earlier age than boys sex as a factor will be considered in relation to all the test scores.

Theoretical Concepts

Following is a summary of the theoretical concepts utilized in

this study.

Healthy growth and good-growth-toward-self-actualization are synonymous and are defined as the partial fulfillment of the hierarchically ordered deficiency needs, physiological, safety, belongingness, love and esteem that enable the growth motivated need of self-actualization to be actualized.

Person Discrimination is defined as the different degrees along a continuum through which a person compares and contrasts himself and others with everyone seen as one entity at one end of the continuum, and everyone seen as different individuals at the other end.

These theoretical concepts are briefly presented in a preliminary statement of the hypotheses. It is hypothesized that there is a positive relationship between healthy growth and person discrimination. It is further hypothesized that there is a progression from Junior High to High School students for healthy growth and person discrimination.

A discussion of the testing procedures and the instruments used in this study follows.

CHAPTER III

Method

Sample

Students from the Grade eleven classes of a city High School and students from the Grade nine classes of two feeder schools were tested. This procedure was used to control the socio-economic background of the students sampled. The area of the city the school obtained its students provided a cross section of different socio-economic groups from professional to unskilled.

The breakdown of the total number of students provided sixty two males and fifty two females.

A number of tests purporting to measure healthy growth were considered. The Personal Orientation Inventory (Shostrom, 1963) was chosen as being the most valid and reliable instrument of healthy growth as defined by Maslow's theory. The theoretical basis of the construction of this inventory was the writings of the positive theorists.

The Interpersonal Discrimination Test was chosen as the most valid measure of the discriminations required coupled with practicality of administration. The IDT is an objective measure that controls for marker reliability. A detailed discussion of the instruments follows.

Instruments

The Personal Orientation Inventory

Shostrom (1963) developed this self-report inventory to assess the

healthy growth of a person. It is a one hundred and fifty item paired choice test that purports to measure the attitudes and values of the person. It is a forced choice test that makes a person choose between a value and its opposite.

The items were selected on a theoretical basis from the writings and research of Maslow (1954, 1962), Perls (1947, 1951), Fromm (1941, 1956), Horney (1937, 1945, 1950), Rogers (1951, 1961), Riesman (1950), May (1958), Watts (1951), Ellis (1962). Items were also clinically accumulated from therapists' experience of value judgement problems.

The Personal Orientation Inventory (POI) yields 2 main scores called inner-directedness (I) and time competence (TC) and 10 subscales. Knapp (1965) reports that the I scale is most representative of self-actualization. Damm (1969) says that the overall measure of self-actualization is the raw score of I or the combined raw score of I and TC. There is no significant increase when converted to standard scores. The use of I or the combined I and TC scores remove the difficulties engendered by overlap of items. There does not seem to be any benefit to using the subscales. Ratio scores for the main scores are reported in the POI manual, but the manual does not explain how these ratio scores were determined. For this study the raw score of the combined I and TC will be utilized as the measure of healthy growth. Inner-directedness is the tendency of the person to act or be guided by his own principles and values rather than relying on external pressures. Time competence is the ability of the person to live in the here-and-now rather than the past or the future.

The test appears to have good content validity. It discriminates between "normal", self-actualized and non-self-actualized people as

clinically defined (Shostrom, 1964). It also discriminates between the above categories and a hospitalized group as non-healthy (Fox, 1968). It indicates improvement for persons undergoing sensitivity training and for under-achievers receiving help (Guinan and Fould, 1970, Culbert, 1968).

The POI shows promise in the predictive area of personality indicating who will do better at certain positions (McClain, 1970, Graff, 1970). It has concurrent validity with other tests measuring healthy growth - Eysenck Personality Inventory (Knapp, 1965), E.P.P.S. (LeMay, 1969, Grossock, 1966). It shows negative correlation with the M.M.P.I. (Shostrom, 1966).

Reliability is reported in the POI manual, using the test-retest format over a one week period, and yields correlations comparable to most personality measures. The reliability coefficients for the major scales of Time Competence and Inner-Direction are .71 and .84 respectively. The coefficients for these same scales over a one year period are .55 and .71 respectively. These scores are considered sufficient when compared to similar studies on more established personality inventories.

Normative data is given in the POI manual primarily for college students, but also included are norms for select groups such as a high school group. The POI manual states that this test has been used and is suitable for students down to the thirteen year old level.

The Interpersonal Discrimination Test

The IDT was designed by John Carr (1965) to measure cognitive differentiation and discrimination in interpersonal relationships. This test gives a score called differentiation based on the number of unique independent concepts the subject uses. It also yields four scores

related to how the subject discriminates in his interpersonal relationships: 1. overall discrimination, 2. discrimination between others, 3. discrimination between self and others, 4. self-distinctiveness.

The discrimination task on the IDT permits the person to compare and contrast six persons, known personally, and himself on twenty-four dimensions (if there are no repetitions) that are chosen by himself. The subject chooses three dimensions which he thinks apply to each of the persons he chooses and three dimensions which he likes and dislikes about himself.

The subject makes these discriminations by placing a number corresponding to the person rated within a rectangular box 6 inches by 1 inch. He then divides this larger box into as many or as few divisions as he wishes to correspond to whether he feels people are alike or different on these qualities. Thus if the subject thought that everyone was alike on the quality of creativeness the box would look like this:

1 M 5 3 4 2 6

Or if he felt that everyone was different the box would look like this:

1	M	5	6	4	2	3

Or he could have any combination in between as:

M 6	5 1	2 3	4

Or:

1		4	3	M	2	6	5

The order of the persons within these divisions is not of importance.

The theory behind this test assumes that certain concepts are more pertinent to the person. These concepts, termed "central" are defined as the three most frequently repeated or identically discriminated concepts. This procedure is used to enhance precision and in effect about one-third of the total dimensions are hereby included.

The number of boxes into which the subject divided his three most central dimensions are summed and divided by three to yield an overall discrimination score.

The number of persons, excluding the self, placed in boxes separate from person 1 are counted on each of the central dimensions. This procedure is repeated for each of the five other persons. These raw scores are totalled and the sum divided by eighteen (eighteen scores) to yield an other-other discrimination score.

The number of persons placed in boxes separate from the self are totalled for the three central dimensions and divided by three.

The mean number of times that the subject places himself in a separate and distinct box is scored as a measure of self-distinctiveness. Since such placement is relatively infrequent, self-distinctiveness is computed on the basis of all dimensions instead of the three central dimensions.

Test-retest coefficients over one day with an intervening task range from .82 to .84 (Carr, 1965). Reliability coefficients of the test-retest after 2 months range from .58 to .65 (Carr, 1965). These figures must take into account that subjects are free to choose and hence alter on a retest the people they use to compare and the dimensions that they compare on.

The four measures of discrimination are related both by logical methodological necessity, thus high intercorrelations are expected. These intercorrelations are reported ranging from .50 to .83 (Carr, 1965).

Validation of this test has been obtained by correlating the test scores with levels of abstract-concrete functioning. Carr (1965) found significant correlations between the mean scores on the discrimination scores and the conceptual levels determined by a Sentence Completion Test. Persons functioning at level three score significantly higher on discrimination than persons functioning at level one. These results were verified in part by unpublished studies (Carr, 1970, Wolfe, 1972).

The intercorrelations of the scores within the IDT give support to the content validity of this test. The correlations with the concrete-abstract dimensions give support to the construct validity of this test. The IDT and the Sentence Completion Test measure the construct "conceptual functioning level". Although the validity of this test has not been strongly proven, it is deemed sufficient for the present study on the above findings.

Testing

Both test were conducive to group administration and were

administered by the homeroom teachers. The teachers were given a set of directions for administering the tests (Appendix I). There was no time limit on either test and the students were allotted forty minutes for each one, which was sufficient. The largest class was twenty six students, while the smallest class was twenty two students.

Six of the Junior High students were absent for one of the tests and had to be omitted from the study. Three of the High School students and six of the Junior High students had to be omitted, as Lorge-Thorndike Intelligence scores were not available for them. Two of the High School students and four of the Junior High School students did not complete the Interpersonal Discrimination Test. For an unknown reason eight of the High School students tests on the IDT were lost or not turned in. Thus the total number of High School students were reduced from forty seven to thirty four. The total number of Junior High School students was reduced from ninety six to eighty.

Statistical Analysis

The Pearson Product Moment of Correlation was applied to the test data to obtain correlations between the scores on the POI and the 4 scores from the IDT. A T test to determine the level of significance was then applied to these correlations with the .05 level of significance adopted as acceptable. Correlations with the intelligence scores and all the test scores were obtained in the same manner.

A one way analysis of variance was used to determine if there was a significant difference (.05 accepted) on the POI and the IDT for grade level and sex.

The operational definitions and the hypotheses for this study follow in the next chapter.

CHAPTER IV

Definitions and Hypotheses

Operational Definitions

The following terms have been defined theoretically and now will be defined operationally for the present study.

1. Healthy growth is defined in terms of the combined scores of inner-directedness and time competence on the Personal Orientation Inventory.

2. Person discrimination is defined in terms of the separate scores of overall discrimination, discrimination between others, self-other discrimination and self-distinctiveness on the Interpersonal Discrimination Test.

3. Intelligence is defined in terms of the full scale scores on the Lorge-Thorndike Intelligence Test administered to the students in grade eight.

Hypotheses

The major hypothesis is that there is a positive relationship between healthy growth and person discrimination.

Hypothesis I: There is a positive relationship between healthy growth and overall discrimination.

Hypothesis II: There is a positive relationship between healthy growth and discrimination between others.

Hypothesis III: There is a positive relationship between healthy growth and discrimination between self and others.

Hypothesis IV: There is a positive relationship between healthy growth and self-distinctiveness.

It is also hypothesized that there is a progression in scores on both tests from Junior High School to High School.

Hypothesis V: Students in High School manifest a higher level of healthy growth than students in Junior High School.

Hypothesis VI: Students in High School manifest a higher level of overall discrimination than students in Junior High School.

Hypothesis VII: Students in High School manifest a higher level of discrimination between others than students in Junior High School.

Hypothesis VIII: Students in High School manifest a higher level of discrimination between self and others than students in Junior High School.

Hypothesis IX: Students in High School manifest a higher level of self-distinctiveness than students in Junior High School.

As an auxiliary, intelligence and sex differences were investigated in relationship to both tests.

CHAPTER V

Results

Findings

The main hypothesis that there is a high positive relationship between healthy growth and person perception is not supported.

Hypothesis I is rejected as there is not a positive relationship between healthy growth and overall discrimination. There is a low negative correlation of -0.111 which gives a probability of .239 (Table 1).

Hypothesis II is rejected as there is not a positive relationship between healthy growth and discrimination between others. There is a low negative correlation of -0.079 (Table 2).

Hypothesis III is rejected as there is not a positive relationship between healthy growth and discrimination between self and others. There is a low negative correlation of -0.079 (Table 3).

Hypothesis IV is rejected as there is not a positive relationship between healthy growth and self-distinctiveness. There is a negative correlation of -0.178 that approaches significance (Table 4).

The hypotheses that there is a progression in test scores on the POI and the IDT from Junior High School to High School do not have support.

Hypothesis V is rejected as the students in High School do not manifest a higher level of healthy growth than the students in Junior

TABLE 1

PEARSON PRODUCT MOMENT OF CORRELATION

BETWEEN POI SCORE AND OVERALL DISCRIMINATION SCORE ON THE IDT

	PEARSON PRODUCT CORRELATION	T -TEST	PROBABILITY OF T
All Subjects	-0.111	-1.183	0.239
Males	-0.139	-1.083	0.283
Females	-0.090	-0.638	0.527
Grade 9	-0.089	-0.791	0.432
Grade 11	-0.182	-1.047	0.303

TABLE 2

PEARSON PRODUCT MOMENT OF CORRELATION

BETWEEN POI SCORE AND DISCRIMINATION BETWEEN OTHERS SCORE ON THE IDT

	PEARSON PRODUCT CORRELATION	T -TEST	PROBABILITY OF T
All Subjects	-0.079	-0.844	0.400
Males	-0.062	-0.482	0.631
Females	-0.103	-0.732	0.468
Grade 9	-0.093	-0.821	0.414
Grade 11	-0.041	-0.231	0.819

TABLE 3

PEARSON PRODUCT MOMENT OF CORRELATION

BETWEEN POI SCORE AND DISCRIMINATION BETWEEN SELF AND OTHERS ON THE IDT

	PEARSON PRODUCT CORRELATION	T - TEST	PROBABILITY OF T
All Subject	-0.079	-0.834	0.406
Males	-0.113	-0.880	0.383
Female	-0.047	-0.332	0.741
Grade 9	-0.068	-0.606	0.546
Grade 11	-0.102	-0.581	0.565

TABLE 4

PEARSON PRODUCT MOMENT OF CORRELATION

BETWEEN POI SCORE AND SELF-DISTINCTIVENESS SCORE ON THE IDT

	PEARSON PRODUCT CORRELATION	T - TEST	PROBABILITY OF T
All Subjects	-0.178	-1.911	0.059
Males	-0.115	-0.897	0.373
Females	-0.228	-1.656	0.104
Grade 9	-0.164	-1.470	0.145
Grade 11	-0.210	-1.214	0.234

High School. There is no significant difference between scores for the grade levels (Table 5).

Hypothesis VI is rejected as students in High School do not manifest a higher level of overall discrimination than the students in Junior High School (Table 5).

Hypothesis VII is rejected as students in High School do not manifest a higher level of discrimination between others than the students in Junior High School (Table 5).

Hypothesis VIII is rejected as students in High School do not manifest a higher level of discrimination between self and others than the students in Junior High School (Table 5).

Hypothesis IX is rejected as students in High School do not manifest a higher level of self-distinctiveness than the students in Junior High School (Table 5).

Auxiliary Findings

Analysis of the relationship of intelligence with the scores on the tests, showed significant correlations within some of the group.

Examination of the scores of the total sample indicate a .20 correlation between intelligence and scores on the self-other dimension of the IDT. The probability of T for this value was .030 which was significant. The correlation between intelligence and the POI score was .175 and the probability for this value was .063 which was approaching significance.

When the sample was divided into grade levels, there was no

TABLE 5

ANALYSIS OF VARIANCE FOR POI AND IDT SCORES AND GRADE LEVEL

	Grade Level		
	Degrees of Freedom	F Ratio	Probability
POI	1	.273	.602
Overall Discrimination	1	.000	.998
Other-other Discrimination	1	.096	.757
Self-other Discrimination	1	.091	.408
Self-distinctiveness	1	.436	.511

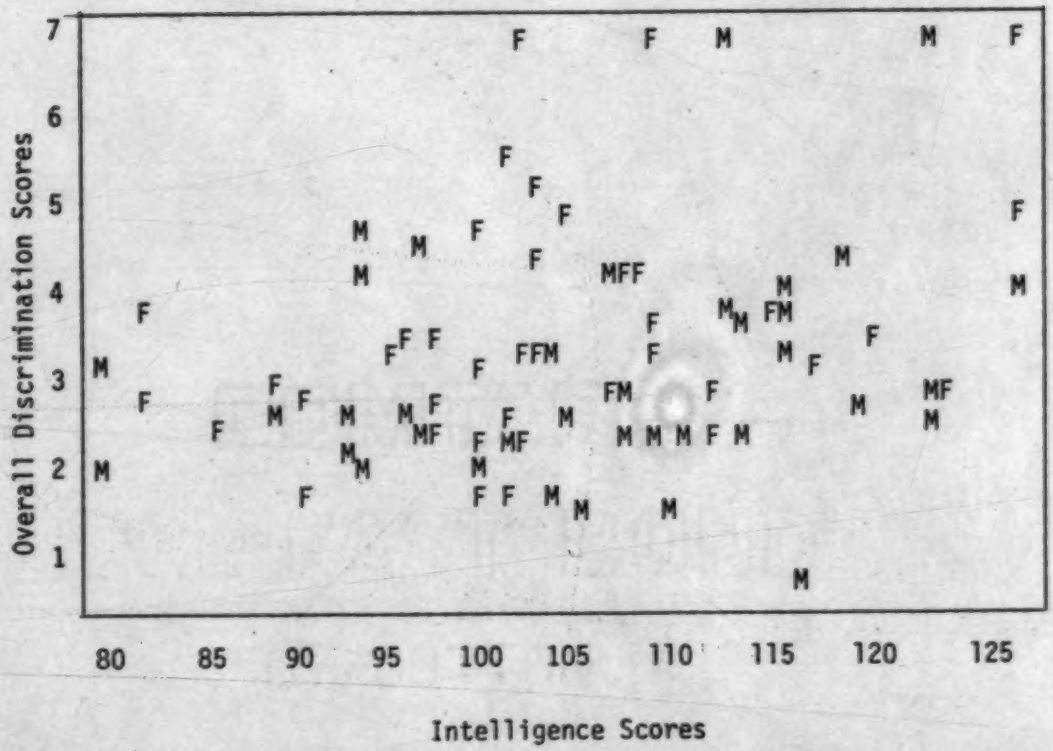
significant relationship between intelligence and any of the scores for the grade 11 group. However, for the grade 9 group there were correlations of .234 between the intelligence score and the score on the self-other dimension of the IDT and .229 between the intelligence score and the overall discrimination score on the IDT. These correlations had probabilities of .036 and .041 respectively which were both significant. The correlation between the intelligence score and the two other scores approached significance - .218 with the POI score (probability of .052) and .192 with the self-distinctiveness score on the IDT (probability of .087).

When the groups were divided according to sex there was no significant correlation between intelligence and any of the scores with regard to the males. However, in the female group there were significant correlations. The correlation between the intelligence score and the score on the self-other dimension of the IDT was .361 with a probability of .009. The correlation between the intelligence score and the POI score was .312 with a probability of .024 which was significant. The correlation between the intelligence score and the other-other score on the IDT with a probability of t of .092 approached significance.

Considering the differences found within the groups when divided according to sex and/or grade level, a plotting of the grade 9 scores on overall discrimination revealed more information. Figure 2 indicated that the grade 9 female scores when related to intelligence showed signs of a positive correlation even if a minimum cut off point of 95 was taken for the intelligence scores. The plotting of the scores of

F I G U R E 2

GRAPHIC RELATIONSHIP OF OVERALL DISCRIMINATION AND INTELLIGENCE SCORES FOR GRADE 9 STUDENTS



F - Female Scores
M - Male Scores

the female students above 95 on the intelligence scale gave an indication of a strong positive relationship. It would seem that the relationship was not due to the lack of homogeneity in this group.

The scores on the POI were not affected by sex differences (Table 6). The analysis of variance revealed significant differences for male and female students on the IDT scores, discriminating between others and discriminating between self and others (Table 6). The scores on the other two tests of person discrimination showed a trend in the predicted direction when considered in relationship to sex differences.

Analysis of the statistics revealed high intercorrelations between the scores on the different dimensions of the IDT. These intercorrelations ranged from .474 to .864 for all subjects (Table 7).

Following will be a discussion of the results presented in this chapter and their implications.

TABLE 6

ANALYSIS OF VARIANCE

FOR POI AND IDT SCORES AND SEX

	DEGREES OF FREEDOM	SEX F RATIO	PROBABILITY
POI	1	.021	.885
Overall Discrimination	1	3.498	.064
Other-other Discrimination	1	6.945	.010
Self-other Discrimination	1	4.327	.040
Self-distinctiveness	1	3.010	.086

TABLE 7

INTERCORRELATIONS OF THE IDT SCORES

FOR ALL STUDENTS

	OVERALL DISCRIMINATION	OTHER-OTHER DISCRIMINATION	SELF-OTHER DISCRIMINATION	SELF-DISTINCTIVENESS
Overall Discrimination	1.000	.818	.794	.721
Other-other Discrimination	.818	1.000	.864	.474
Self-other Descrimination	.794	.864	1.000	.610
Self-Distinctiveness	.721	.474	.610	1.000

CHAPTER VI

Discussion and Implications

Discussion

As outlined in the theoretical part of the thesis, Maslow postulates a growth in mental health that culminates in self-actualization. Each person on the road to self-actualization is at a stage of healthy growth relative to his need gratification. Maslow's finding (1970) that only a few older people have attained self-actualization indicates that the progression in healthy growth corresponds, to a degree, with the age of the person. According to this study there is not a progression in healthy growth as measured by the POI from Junior High School students to High School students. This finding does not follow the pattern of the normative data given in the POI manual (Table 8) that shows a steady progression in mean scores from High School through the different years of University. A finding of this study is that the grade eleven students have regressed in healthy growth relative to their position between the grade nines and the University students.

An area that could require investigation is the environment of the grade eleven students in contrast to that of the grade nines. The grade nine students were in smaller schools and were the highest grade in the school. They were therefore considered to have an important role as leaders and to set the example for the younger students. The setting would seem to be conducive to meeting their belongingness, love, and esteem needs. The grade eleven students were the middle group in a larger school. They had just completed a year of being the "low

TABLE 8

POI MEAN SCORES FOR THIS STUDY

AND AS REPORTED IN MANUAL

	HIGH SCHOOL STUDENTS	STUDENTS ENTERING UNIVERSITY	JUNIOR AND SENIOR STUDENTS
POI Mean Scores From Manual	89.6	90.7	95.7

	GRADE 9 STUDENTS	GRADE 11 STUDENTS
POI Mean Scores From This Study	89.7	88.6

person on the totem pole". The positions of responsibility for the most part were held by the grade 12 students. The grade 11 students were expected to follow the good example of the older students. This does not appear to be as conducive a setting to meet the needs of belongingness, love, and esteem. The social implications of the present set-up of Junior and Senior High Schools may not be suitable to the grade 11 students meeting their needs.

Dabrowski's (1964) theory states that, at certain times, for example adolescence, there is a necessity for disintegration of the psychic before there can be further growth. This may provide an explanation of a backward movement on the healthy growth scale for grade 11 students. However, Dragunova's (1973) review of the Soviet psychologists who have studied conflict in adolescence, relates that there is no agreement as to what stages of adolescence are critical or to the duration of this critical period. Dabrowski's explanation would depend on ascertaining whether or not the grade 11 students are at a critical time of disintegration and reintegration.

Before the results of the correlation between the intelligence scores and the POI scores are discussed, it is worthwhile to note that the High School students are more selective as regards intelligence than the Junior High students. The mean I.Q. for the High School students is 113.912 with a standard deviation of 7.209, wheres the Junior High students have a mean I.Q. of 103.575 with a standard deviation of 11.422. The more homogeneous intelligence scores for the High School students is probably typical of similar school populations, as the streaming into vocational courses occurs at the beginning of grades 10 and 11. Correspondingly, without explained

reason, the female scores are more heterogeneous than the male scores.

There is correlation that shows a trend in the predicted direction (probability of .063) between the POI scores and intelligence when all the students scores are considered. When the students are divided according to sex there are no significant correlations among the males. However, the female group shows significant correlation (probability of .024) between the intelligence score and the POI score. When the students are divided according to grade levels there is another difference. With the grade 11 students there is no correlation. With the grade 9 students there is no correlation, but it shows a trend in the predicted direction (probability of .052).

Although intelligence has a varying effect upon the POI scores, depending upon sex and grade level, it appears that intelligence has the most influence on the scores of the grade 9 female students. In contrast, the results of the analysis of variance indicate that there is no significant difference between the scores on the POI when the test results are divided according to grade level or sex.

In analyzing the results, it appears that the intelligence scores that correlate with the POI are scores of the group with lower means. The female scores correlate significantly and have a mean of 105. The grade 9 scores show a trend in the same direction and have a mean of 104. The two groups that do not correlate have a mean of 113. It would appear that if a higher intelligence group is utilized, there is no correlation. The reason is indicated when the test items are analyzed. A number of items (Appendix I), for example, numbers 73, 83, 95, 96, 144, require a high level of vocabulary comprehension. Further research could confirm

the limitation of the POI to groups of average or above average intelligence.

The hypotheses of correlation between the POI score of healthy growth and the IDT scores of person discrimination are rejected. Not only is correlation lacking, but the statistics show a trend to a negative relationship.

In examining the raw data, there is little variation within each student's responses on the IDT. If the student made no discriminations, a few discriminations, many discriminations, or all seven possible discriminations on the first item they tended to utilize the same number of discriminations for subsequent responses. The uniformity of answers is particularly true of students who made no or the maximum seven divisions. It would appear that the students developed a "set" in responding to the items on the IDT. What is being measured would be an initial response to items on a test constructed similar to the IDT.

The score most affected by the above "set" is the self-distinctiveness score. There are a large number of zero scores (37) and what seems to be a proportionately large number of perfect scores (7). The mean score for self-distinctiveness is 0.175 with a standard deviation of 0.258.

The results remain inconclusive. The obtained scores on the IDT may be indicative of the grade levels tested. A large proportion of the students may not visualize themselves as distinct from others. However, the evaluation of the IDT as a valid measure of person discrimination

is questionable. A definite answer as to whether or not a relationship exists between healthy growth and person discrimination cannot be ascertained.

Carr (1965) found significant differences on the IDT scores between different levels of system functioning. The implication of this finding is that it may be more appropriate to consider the IDT scores between different levels of system functioning, rather than between grade levels. The results of comparing the different levels of system functioning within the grade levels may also be revealing. The "set", mentioned above, may be indicative of a large proportion of students functioning at the lower levels. Further research is indicated.

The scoring procedure for the IDT which limits the marking of answers to the three most central dimensions is restrictive in some cases. The variations of responses were not scored if they fell outside the central dimensions. Since it is time consuming to determine the central dimensions, there does not appear to be any value in scoring by this procedure.

On the IDT the mean scores for the grade 9's are higher for the overall and other-other discriminations with the grade 11's having higher mean scores for the self-other and self-distinctiveness dimensions. Although none of the differences between grade levels are significant, the pattern does suggest a trend of the older students developing more self-awareness. This trend corresponds to Carr's theoretical model of discrimination whereby the self is envisaged as a separate entity from

other during the later stages of discrimination.

There is a significant correlation between intelligence and the self-other score on the IDT (Table 7). When the different groups are considered, on the self-other dimension, the female scores and the grade 9 scores correlate significantly with intelligence. The grade 9 scores on overall discrimination also correlate significantly with intelligence. It would appear that, as with the POI, intelligence is not a significant factor if the group is selective, i.e., a higher intelligence group. However, as noted in the auxiliary findings, the grade 9 female scores on the overall discrimination have a strong positive correlation even if restricted to students with intelligence scores above 95. The assumption remains that there is an interaction between sex and scores on the IDT. Further research is required to determine if this interrelationship is an element within the tests or the female students writing the test.

The analysis of variance reveals some significant differences in the IDT scores when the students are divided according to sex. The other-other dimension and the self-other dimension have significant differences with probabilities of .009 and .039. The scores on the other two dimensions show a trend in the same direction: the overall dimension - probability of .064, and the self-distinctiveness dimension - probability of .085.

Although correlation with intelligence may partially account for the differences between the sexes, there must be other factors involved. The other-other discrimination scores do not correlate significantly with intelligence, whereas it has the most significant difference between the sexes.

The rank order of the ANOVA differences between the sexes is interesting. It is as follows: .0096 for the other-other score, .0398 for the self-other score, .064 for the overall score, and .0855 for the self-distinctiveness score. The order of these scores coincides with the order of the stages of discrimination previously cited. A person first learns to discriminate between others as individuals rather than a single entity. Then he discriminates between self and others and finally views self as a distinct being.

The intercorrelations between the scores on the IDT are high, ranging from .474 to .818. These findings are similar to other studies (Carr, 1965, Wolfe, 1972). The theoretical base postulating a development from one stage to another implies correlation. The scoring procedures whereby the number of discriminations utilized has an effect upon each score necessitates a certain degree of intercorrelation. The expected values of the intercorrelations are confirmed.

Implications

Maslow's theory of need fulfillment leading to self-actualization has great importance for the education system. If the results of this study are comifrmed, it is necessary to determine why the grade eleven students show a decline in healthy growth. Research is required to ascertain whether the regression is an expected trend that may be the forerunner of further growth as Dabrowski's (1964) theory implies, or a failure attributed to the Junior High School - High School division whithin the school system. Studies by Wicker (1969) and Barker (cited in Wicker, 1969) showing that school size affects students behavior indicates an assessment of the social set up of the schools. The

studies referred to show students from smaller schools participate in a wider range of activities and have more responsible positions. The question that remains unanswered is whether or not the smaller school is consequently a setting more conducive to the fulfillment of the belongingness, love, and esteem needs of the students.

The findings of this study indicate that the use of the POI should be restricted to average or above average intellectual levels because the POI scores correlate with the lower intelligence ranges.

The reason for a trend to a negative relationship between the POI score and the IDT scores is not clear. This trend is consistent between grade levels and between the sexes. The indication is that further investigation of the IDT and its validity is required. A factor to be considered is assessment of whether or not a "set" develops. Research is also required as to whether the grade levels of nine and/or eleven are representative of all levels of system functioning. A comparison of scores between different levels of system functioning may prove beneficial.

A definite difference in scores between male and female students is present. If peer group relationships are more important to females (Nidorf and Crockett, 1964, Crockett, 1965) the assumption would follow that females would spend more time on their relationships. It would seem logical to take Crockett's (1965) frequency of interaction hypothesis, that women have more functions at a higher level of cognitive complexity than men, a step further and ask if females are also better discriminators? Research in this area is indicated.

Summary

Reasons for a decline in healthy growth for the grade eleven students require investigation. The POI holds promise as a useful measure of healthy growth for grade nine and eleven students when restricted to students with average intelligence or higher.

The IDT indicates certain patterns of development that correspond to Carr's theory of person discrimination. However, more work is required with this instrument to establish it as a valid measure of discrimination.

The relationship of healthy growth and person discrimination remains unanswered.

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APPENDICES

INSTRUCTIONS TO TEACHERS IN ADMINISTERING TESTS

A. Instructions for Personal Orientation Inventory

The directions for this test are on the front of the booklet. Please read these directions with the students.

There is no time limit to this test and it should be able to be completed in the allotted time. If students are taking undue amount of time on each question you may tell them that they do not have to spend a great deal of time on the question, but to mark the answer which seems initially true or mostly true for them.

If a student asks a question about the meaning of a work or a statement respond with a phrase like "Try your best to answer what you think," or "Answer what it means to you."

Please collect all booklets and answer sheets after the exam and make sure the students names are on the answer sheets.

B. Instructions for Second Booklet-Typed one

Ask the students to put their name on the second page of the booklet so that the scores on both tests can be compared.

Read page one with the students.

When they have completed page one, read page two with them.

When they have completed page two, read the last page of the booklet which gives additional directions. Answer any questions and then ask the students to complete the booklet reminding them to include person M as themselves in their comparisons.

There is no time limit on this test, but it should be able to be completed in the allotted time.

Collect the booklets, allowing the students to keep page one if they so wish.

PERSONAL ORIENTATION INVENTORY

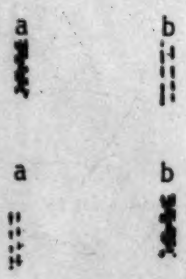
EVERETT L. SHOSTROM, PH. D.

DIRECTIONS

This inventory consists of pairs of numbered statements. Read each statement and decide which of the two paired statements most consistently applies to you.

You are to mark your answers on the answer sheet you have. Look at the example sheet shown at the right. If the first statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "a". (See Example Item 1 at right.) If the second statement of the pair is TRUE or MOSTLY TRUE as applied to you, blacken between the lines in the column headed "b". (See Example Item 2 at right.) If neither statement applies to you, or if they refer to something you don't know about, make no answer on the answer sheet, Remember to give YOUR OWN opinion of yourself and do not leave any blank spaces if you can avoid it.

Section of Answer Column Correctly Marked



In marking your answers on the answer sheet, be sure that the number of the statement agrees with the number on the answer sheet. Make your marks heavy and black. Erase completely any answer you wish to change. Do not make any marks in this booklet.

Remember, try to make some answer to every statement.

Before you begin the inventory, be sure you put your name, your sex, your age, and the other information called for in the space provided on the answer sheet.

NOW OPEN THE BOOKLET AND START WITH QUESTION 1.

2

QUESTIONNAIRE BOOKLET

1. a. I am bound by the principal of fairness.
   b. I am not absoultely bound by the principal of fairness.

2. a. When a friend does me a favor, I feel that I must return it.
   b. When a friend does me a favor, I do not feel that I must return it.

3. a. I feel I must always tell the truth.
   b. I do not always tell the truth.

4. a. No matter how hard I try, my feelings are often hurt.
   b. If I manage the situation right, I can avoid being hurt.

5. a. I feel that I must strive for perfection in everything that I undertake.
   b. I do not feel that I must strive for perfection in everything that I undertake.

6. a. I often make my decisions spontaneously.
   b. I seldom make my decisions spontaneously.

7. a. I am afraid to be myself.
   b. I am not aftaid to be myself.

8. a. I feel obligated when a stranger does me a favor.
   b. I do not feel obligated when a stranger does me a favor.

9. a. I feel that I have a right to expect others to do what I want of them.
   b. I do not feel that I have a right to expect others to do what I want of them.

10. a. I live by values which are in agreement with others.
    b. I live by values which are primarily based on my own feelings.

11. a. I am concerned with self-improvement at all times.
    b. I am not concerned with self-improvement at all times.

12. a. I feel guilty when I am selfish.
    b. I don't feel guilty when I am selfish.

13. a. I have no objection to getting angry.
    b. Anger is something I try to avoid.

14. a. For me, anything is possible if I believe in myself.
    b. I have a lot of natural limitations even though I believe in myself.

15. a. I put others' interests before my own.
    b. I do not put others' interests before my own.

16. a. I sometimes feel embarrassed by compliments.
    b. I am not embarrassed by compliments.

17. a. I believe it is important to accept others as they are.
    b. I believe it is important to understand why others are as they are.

18. a. I can put off until tomorrow what I ought to do today.
    b. I don't put off until tomorrow what I ought to do today.

19. a. I can give without requiring the other person to appreciate what I give.
    b. I have a right to expect the other person to appreciate what I give.

20. a. My moral values are dictated by society.
    b. My moral values are self-determined.

21. a. I do what others expect of me.
    b. I feel free to not do what others expect of me.

22. a. I accept my weaknesses.
    b. I don't accept my weaknesses.

23. a. In order to grow emotionally, it is necessary to know why I act as I do.
    b. In order to grow emotionally, it is not necessary to know why I act as I do.

24. a. Sometimes I am cross when I am not feeling well.
    b. I am hardly ever cross.

25. a. It is necessary that others approve of what I do.
    b. It is not always necessary that others approve of what I do.

26. a. I am afraid of making mistakes.
    b. I am not afraid of making mistakes.

27. a. I trust the decisions I make spontaneously.
    b. I do not trust the decisions I make spontaneously.

28. a. My feelings of self-worth depend on how much I accomplish.
    b. My feelings of self-worth do not depend on how much I accomplish.

29. a. I fear failure.
    b. I don't fear failure.

30. a. My moral values are determined, for the most part, by the thoughts, feelings and decisions of others.
    b. My moral values are not determined, for the most part, by the thoughts, feelings and decisions of others.

31. a. It is possible to live life in terms of what I want to do.
    b. It is not possible to live life in terms of what I want to do.

32. a. I can cope with the ups and downs of life.
    b. I cannot cope with the ups and downs of life.

33. a. I believe in saying what I feel in dealing with others.
    b. I do not believe in saying what I feel in dealing with others.

34. a. Children should realize that they do not have the same rights and privileges as adults.
    b. It is not important to make an issue of rights and privileges.

35. a. I can "stick my neck out" in my relations with others.
    b. I avoid "sticking my neck out" in my relations with others.

36. a. I believe the pursuit of self-interest is opposed to interest in others.
    b. I believe the pursuit of self-interest is not opposed to interest in others.

37. a. I find that I have rejected many of the moral values I was taught.
    b. I have not rejected any of the moral values I was taught.

38. a. I live in terms of my wants, likes, dislikes and values.
    b. I do not live in terms of my wants, likes, dislikes and values.

39. a. I trust my ability to size up a situation.
    b. I do not trust my ability to size up a situation.

40. a. I believe I have an innate capacity to cope with life.
    b. I do not believe I have an innate capacity to cope with life.

41. a. I must justify my actions in the pursuit of my own interests.
    b. I need not justify my actions in the pursuit of my own interests.

42. a. I am bothered by fears of being inadequate.
    b. I am not bothered by fears of being inadequate.

43. a. I believe that man is essentially good and can be trusted.
    b. I believe that man is essentially evil and cannot be trusted.

44. a. I live by the rules and standards of society.
    b. I do not always need to live by the rules and standards of society.

45. a. I am bound by my duties and obligations to others.
    b. I am not bound by my duties and obligations to others.

46. a. Reasons are needed to justify my feelings.
    b. Reasons are not needed to justify my feelings.

47. a. There are times when just being silent is the best way I can express my feelings.
    b. I find it difficult to express my feelings by just being silent.

48. a. I like everyone I know.
    b. I do not like everyone I know.

49. a. Criticism threatens my self-esteem.
    b. Criticism does not threaten my self-esteem.

50. a. I believe that knowledge of what is right makes people act right.
    b. I do not believe that knowledge of what is right necessarily makes people act right.

51. a. I am afraid to be angry at those I love.
    b. I feel free to be angry at those I love.

52. a. My basic responsibility is to be aware of my own needs.
    b. My basic responsibility is to be aware of others' needs.

53. a. Impressing others is most important.
    b. Expressing myself is most important.

54. a. To feel right, I need always to please others.
    b. I can feel right without always having to please others.

55. a. I will risk a friendship in order to say or do what I believe is right.
    b. I will not risk a friendship just to say or do what is right.

56. a. I feel bound to keep the promises I make.
    b. I do not always feel bound to keep the promises I make.

57. a. I must avoid sorrow at all costs.
    b. It is not necessary for me to avoid sorrow.

58. a. I strive always to predict what will happen in the future.
    b. I do not feel it necessary always to predict what will happen in the future.

59. a. It is important that others accept my point of view.
    b. It is not necessary for others to accept my point of view.

60. a. I only feel free to express warm feelings to my friends.
    b. I feel free to express both warm and hostile feelings to my friends.

61. a. There are many times when it is more important to express feelings than to carefully evaluate the situation.
    b. There are very few times when it is more important to express feelings than to carefully evaluate the situation.

62. a. I welcome criticism as an opportunity for growth.
    b. I do not welcome criticism as an opportunity for growth.

63. a. Appearances are all-important.
    b. Appearances are not terribly important.

64. a. I hardly ever gossip.
    b. I gossip a little at times.

65. a. I feel free to reveal my weaknessess among friends.
    b. I do not feel free to reveal my weaknesses among friends.

66. a. I should always assume responsibility for other people's feelings.
    b. I need not always assume responsibility for other peoples's feelings.

67. a. I feel free to be myself and bear the consequences.
    b. I do not feel free to be myself and bear the consequences.

68. a. I already know all I need to know about my feelings.
    b. As life goes on, I continue to know more and more about my feelings.

69. a. I hesitate to show my weaknesses among strangers.
    b. I do not hesitate to show my weaknesses among strangers.

70. a. I will continue to grow only by setting my sights on a high-level, socially approved goal.
    b. I will continue to grow best by being myself.

71. a. I accept inconsistencies within myself.
    b. I cannot accept inconsistencies within myself.

72. a. Man is naturally cooperative.
    b. Man is naturally antagonistic.

73. a. I don't mind laughing at dirty jokes.
    b. I hardly ever laugh at dirty jokes.

74. a. Happiness is a by-product in human relationships.
    b. Happiness is an end in human relationships.

75. a. I only feel free to show friendly feelings to strangers.
    b. I feel free to show both friendly and unfriendly feelings to strangers.

76. a. I try to be sincere but I sometimes fail.
    b. I try to be sincere and I am sincere.

77. a. Self-interest is natural.
    b. Self-interest is unnatural.

78. a. A neutral party can measure a happy relationship by observation.
    b. A neutral party cannot measure a happy relationship by observation.

79. a. For me, work and play are the same.
    b. For me, work and play are opposites.

80. a. Two people will get along best if each concentrates on pleasing the other.
    b. Two people can get along best if each person feels free to express himself.

81. a. I have feelings of resentment about things that are past.
    b. I do not have feelings of resentment about things that are past.

82. a. I like only masculine men and feminine women.
    b. I like men and women who show masculinity as well as femininity.

83. a. I actively attempt to avoid embarrassment whenever I can.
    b. I do not actively attempt to avoid embarrassment.

84. a. I blame my parents for a lot of my troubles.
    b. I do not blame my parents for my troubles.

85. a. I feel that a person should be silly only at the right time and place.
    b. I can be silly when I feel like it.

86. a. People should always repent their wrongdoings.
    b. People need not always repent their wrongdoings.

87. a. I worry about the future.
    b. I do not worry about the future.

88. a. Kindness and ruthlessness must be opposites.
    b. Kindness and ruthlessness need not be opposites.

89. a. I prefer to save good things for future use.
    b. I prefer to use good things now.

90. a. People shoudl always control their anger.
    b. People should express honestly-felt anger.

91. a. The truly spiritual man is sometimes sensual.
    b. The truly spiritual man is never sensual.

92. a. I am able to express my feelings even when they sometimes result in undesirable consequences.
    b. I am unable to express my feelings if they are likely to result in undesirable consequences.

93. a. I have had mysterious or ecstatic experiences.
    b. I have never had mysterious or ecstatic experiences.

94. a. I am orthodoxly religious.
    b. I am not orthodoxly religious.

95. a. I am completely free of guilt.
    b. I am not free of guilt.

96. a. I have a problem in fusing sex and love.
    b. I have no problem in fusing sex and love.

97. a. I enjoy detachment and privacy.
    b. I do not enjoy detachment and privacy.

98. a. I feel dedicated to my work.
    b. I do not feel dedicated to my work.

99. a. I can express affection regardless of whether it is returned.
    b. I cannot express affection unless I am sure it will be returned.

100. a. Living for the future is as important as living for the moment.
     b. Only living for the moment is important.

101. a. It is better to be yourself.
     b. It is better to be popular.

102. a. Wishing and imagining can be bad.
     b. Wishing and imagining are always good.

103. a. I spend more time preparing to live.
     b. I spend more time actually living.

104. a. I am loved because I give love.
     b. I am loved because I am lovable.

105. a. When I really love myself, everybody will love me.
     b. When I really love myself, there will still be those who won't love me.

106. a. I can let other people control me.
     b. I can let other people control me if I am sure they will not continue to control me.

107. a. As they are, people sometimes annoy me.
     b. As they are, people do not annoy me.

108. a. Living for the future gives my life its primary meaning.
     b. Only when living for the future ties into living for the present does my life have meaning.

109. a. I follow diligently the motto, "Don't waste your time."
     b. I do not feel bound by the motto, "Don't waste your time."

110. a. What I have been in the past dictates the kind of person I will be.
     b. What I have been in the past does not necessarily dictate the kind of person I will be.

111. a. It is important to me how I live in the here and now.
b. It is of little importance to me how I live in the here and now.

112. a. I have had an experience where life seemed just perfect.
b. I have never had an experience where life seemed just perfect.

113. a. Evil is the result of frustration in trying to be good.
b. Evil is an intrinsic part of human nature which fights good.

114. a. A person can completely change his essential nature.
b. A person can never change his essential nature.

115. a. I am afraid to be tender.
b. I am not afraid to be tender.

116. a. I am assertive and affirming.
b. I am not assertive and affirming.

117. a. Women should be trusting and yielding.
b. Women should not be trusting and yielding.

118. a. I see myself as others see me.
b. I do not see myself as others see me.

119. a. It is a good idea to think about your greatest potential.
b. A person who thinks about his greatest potential gets conceited.

120. a. Men should be assertive and affirming.
b. Men should not be assertive and affirming.

121. a. I am able to risk being myself.
b. I am not able to risk being myself.

122. a. I feel the need to be doing something significant all of the time.
b. I do not feel the need to be doing something significant all of the time.

123. a. I suffer from memories.
b. I do not suffer from memories.

124. a. Men and women must be both yielding and assertive.
b. Men and women must not be both yielding and assertive.

125. a. I like to participate actively in intense discussions.
b. I do not like to participate actively in intense discussions.

126. a. I am self-sufficient.
b. I am not self-sufficient.

127. a. I like to withdraw from others for extended periods of time.
b. I do not like to withdraw from others for extended periods of time.

128. a. I always play fair.
b. Sometimes I cheat a little.

129. a. Sometimes I feel so angry I want to destroy or hurt others.
b. I never feel so angry that I want to destroy or hurt others.

130. a. I feel certain and secure in my relationships with others.
b. I feel uncertain and insecure in my relationship with others.

131. a. I like to withdraw temporarily from others.
b. I do not like to withdraw temporarily from others.

132. a. I can accept my mistakes.
b. I cannot accept my mistakes.

133. a. I find some people who are stupid and uninteresting.
b. I never find any people who are stupid and uninteresting.

134. a. I regret my past.
b. I do not regret my past.

135. a. Being myself is helpful to others.
b. Just being myself is not helpful to others.

136. a. I have had moments of intense happiness when I felt like I was experiencing a kind of ecstasy or bliss.
b. I have not had moments of intense happiness when I felt like I was experiencing a kind of bliss.

137. a. People have an instinct for evil.
b. People do not have an instinct for evil.

138. a. For me, the future usually seems hopeful.
b. For me, the future often seems hopeless.

139. a. People are both good and evil.
b. People are not both good and evil.

140. a. My past is a stepping stone for the future.
b. My past is a handicap to my future.

141. a. "Killing time" is a problem for me.
b. "Killing time" is not a problem for me.

142. a. For me, past, present and future is in meaningful continuity.
b. For me, the present is an island, unrelated to the past and future.

143. a. My hope for the future depends on having friends.
b. My hope for the future does not depend on having friends

144. a. I can like people without having to approve of them.
b. I cannot like people unless I also approve of them.

145. a. People are basically good.
b. People are not basically good.

146. a. Honesty is always the best policy.
b. There are times when honesty is not the best policy.

147. a. I can feel comfortable with anything less than a perfect performance.
b. I feel uncomfortable with any thing less than a perfect performance.

148. a. I can overcome any obstacles as long as I believe in myself.
b. I cannot overcome every obstacle even if I believe in myself.

INTERPERSONAL DISCRIMINATION TEST

This first page is to help you complete this booklet. You may take it off and keep it after you have finished. Write the names or initials of six different persons, all known well, all non-relatives, and fitting the following descriptions.

Person 1	_____	A good friend of yours, a young person your age whom you like.
Person 2	_____	A young person you know, about your age whom you do not particularly like.
Person 3	_____	Another young person whom you do not particularly like, but different from the ones above.
Person 4	_____	An older person whom you admire and whom you desire to be like.
Person 5	_____	An older person whom you would not desire to be like and whom you do not admire.
Person 6	_____	Another friend, a young person your age.

Think about Person 1. In the blank after (1) write a quality or characteristic of this person. In the column marked "opposite" write the quality which is the opposite of this characteristic. Next, write a quality for (2) and (3) which would apply to this same person. Write their opposites and when you have finished wait for further instructions.

Person 1

	Quality	Opposite
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____

Think about Person 2 and write a quality or characteristic and its opposite for (1), (2), and (3).

Person 2

	Quality	Opposite
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____

Now list three qualities or characteristics and their opposites for Person 3.

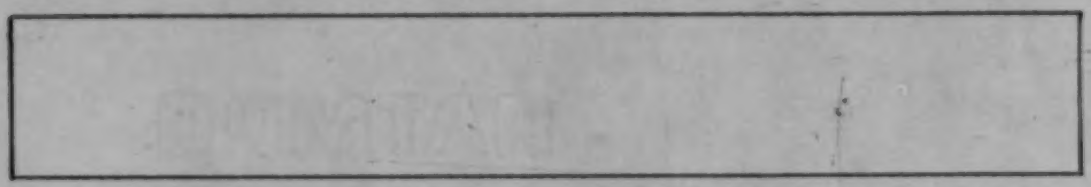
Person 3

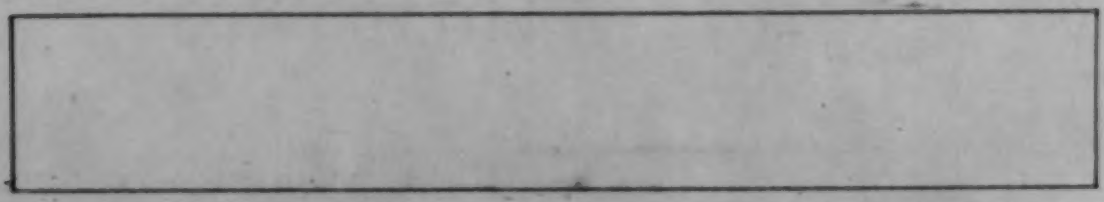
	Quality	Opposite
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____

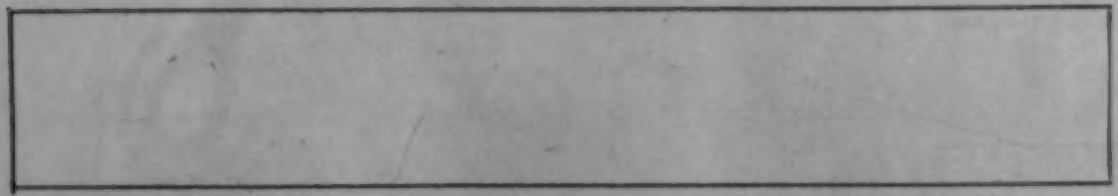
Do the same for Person 4.

Person 4

	Quality	Opposite
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____







Write three qualities and their opposites also for Person 5.

Person 5

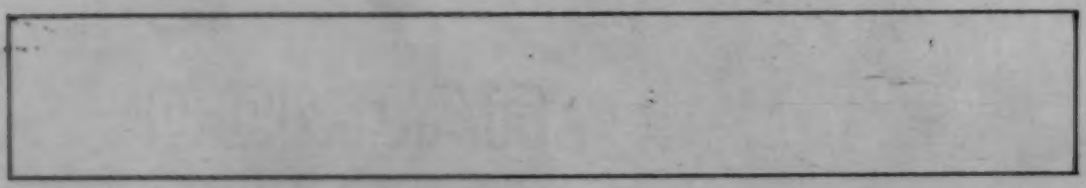
	Quality	Opposite
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____

Do the same for Person 6.

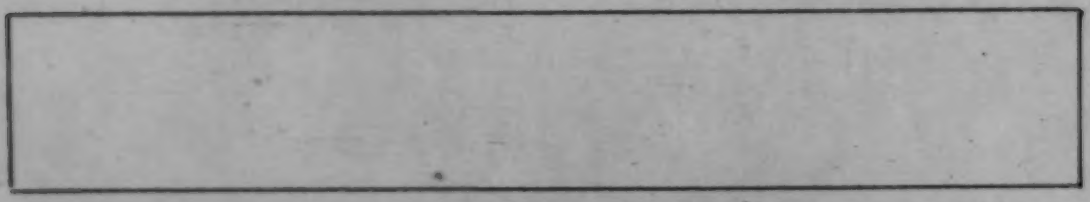
Person 6

Quality Opposite

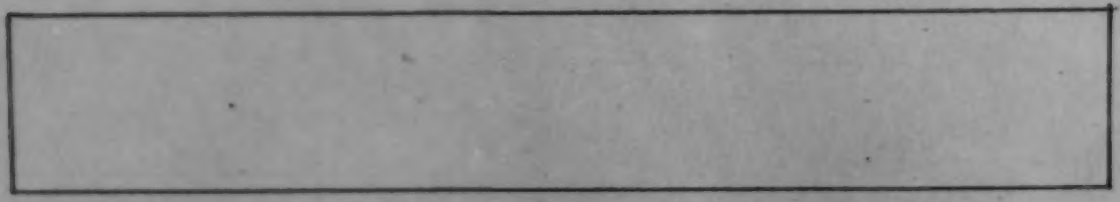
(1) _____ _____



(2) _____ _____



(3) _____ _____



Now think about yourself. You will be Person M. In the left-hand column below write three qualities or characteristics which you have and which you like. On the other side write the opposite of these qualities.

Person M (yourself)

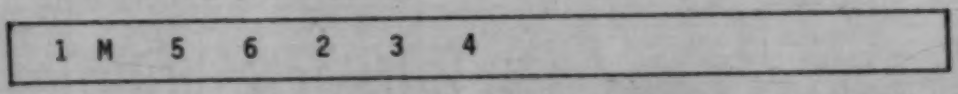
	Quality	Opposite
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____

Now we want you to think of three qualities or characteristics which you have which you do not like, or like least, and write them below under "quality". Again write their opposites.

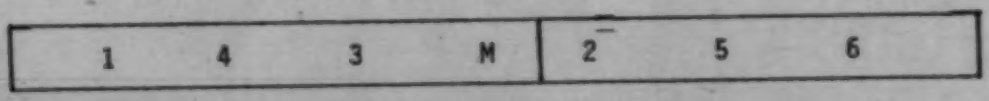
Person M (disliked qualities about yourself)

	Quality	Opposite
(1)	_____	_____
(2)	_____	_____
(3)	_____	_____

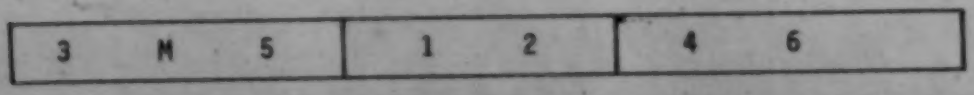
Now turn back to the front of the booklet and look at the first quality you listed for Person 1. How would you compare the six people you have named and yourself on this first quality? We want you to show what people are alike on this quality, if there are any alike, and what people are different, if there are any that are different. In addition, if any are different, we want you to show how they are different. For example, let us say that"honesty" is the quality in question. Now if you thought that there was really no difference between everyone, that yourself and the six others were equally "honest", then you would have one group and would represent this by merely putting everyone's number in one box:



Or let us say that you thought Persons 1, 3, 4, and M (yourself) were "honest" or more "honest" and that Persons 2, 5, and 6 were not "honest" or less "honest". Then you would have two groups and would represent this by dividing the rectangle into two boxes:



Or what if you thought that Persons 3, 5, and M (yourself) were very "honest", Persons 1 and 2 were less "honest", and that Persons 4 and 6 were least "honest". Then you would have three groups and would represent this by dividing the rectangle into three boxes:



In the same way you could also use four, five, six or seven boxes, if you like, to compare everyone. As the last example, let us say that

none of the six others and yourself were alike, that you were all different, that Person 2 was most "honest", Person 1 next most "honest", Person 5 next, then Person M (yourself), then Person 3, then Person 4, and finally Person 6 the least "honest" of all. You would then use seven boxes to represent this:

2	1	5	M	3	4	6

In other words, you can divide this group of seven people in any way you like by using one, two, three, four, five, six, or seven boxes. The idea is that if people are alike, then they should be in the same box, and if they are different, they should be in different boxes. Each box should represent less of the quality and more of its opposite as you move from left to right.

Now starting with the first quality for Person 1, go through the booklet again and compare everyone, the six others and yourself, on each quality.